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ABSTRACT

This Skills and Knowledge Profile is designed to help adults identify the wide range of skills and experience they have and give themselves credit for what they have learned outside school. It can be used for training and education programs, education proposals, and for self-assessment. Using checklists, short-answer formats, and line drawings, the profile leads readers to evaluate themselves in the following five areas: (1) personal information; (2) courses or workshops taken; (3) personal informal learning through family work, volunteer work, recreational activities and hobbies, and major life events; (4) job-related informal learning; and (5) future learning plans. The Coach's Manual provides guidance for helping a reader fill out the profile. A list of four references and seven Canadian contacts completes the document. (KC)

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ED 452 421

SKILLS AND KNOWLEDGE PROFILE

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INTRODUCTION

What The Skills and Knowledge Profile is all About

We often don't really understand how much we've learned from experiences in our daily life like raising children or grocery shopping. The Skills and Knowledge Profile will help you identify the wide range of skills and experience you have. It will help you give yourself credit for what you learned outside school.

For example, you learn a lot from watching a co-worker or talking with friends and neighbours, or even watching TV. It may also help you clarify your personal future plans regarding paid work, study or personal interests.

You are the best judge of what you have learned. And that is what this skills and knowledge profile is all about. It is a way to recognize the skills and knowledge you have learned, over the years, in all different places. Our hope is that this tool will be used in many different ways; for training and education programs, education proposals and for self-assessment. We hope it will be of value to you in future work and study.

Section A. PERSONAL INFORMATION

What this section is about

The categories provided in this section are based on information about the problems people face in getting jobs and promotions. No group of people should be left out of training because of their race, gender or age. For example opportunities differ from place to place, if you live in a rural area without easy access to education, it is difficult to take courses.

How to complete Section A

Fill in the categories that apply to you. If you are uncomfortable with any part of this section, leave the space blank. However, the more information gathered about who has completed the profiles, the better able organizations are to make training decisions.

You are ready to answer the questions below

Please put a check mark beside or circle any category that applies to you.

☐ Man ☐ Woman

Age

☐ under 20 ☐ 20-35 ☐ 36-40 ☐ 41-45

☐ 46-50 ☐ 51-55 ☐ 56-60 ☐ 61-65 ☐ over 65

Completed years of formal education

☐ grade 10 or less ☐ high school ☐ diploma/cert. ☐ degree

☐ Parent with childcare needs

☐ First language other than English

☐ Person with a disability

☐ Visible/racial minority _____
(specify)

☐ Aboriginal/ First Nations

Section B. COURSES OR WORKSHOPS

What this section is about

By 'non-formal' we mean courses or workshops you took outside the school system that didn't necessarily give you a degree or certificate – but where you learned something. Here are some examples:

- Course on photography, cooking, carpentry, home repairs, writing poetry, gardening...
- Seminar run by a religious organization
- Courses run by your employer on work related topics such as working in teams or
- Technical aspects of your job.
- Union courses on being a Steward, leadership, communications, 'union judo'

How to complete Section B

Read all the categories below and if any one relates to a course or workshop you participated in, check it off. When you finish as many as you wish, move one to the next section where you will expand on three courses of your choice.

☐ Religion	☐ Languages	☐ Repairs	☐ Union
☐ Computers	☐ Communications	☐ Arts	☐ Writing
☐ Literacy	☐ Health/Body	☐ Drama	☐ Nature
☐ Financial	☐ Audio/Video	☐ Sports	☐ Dance
☐ Politics	☐ Cooking/Nutrition	☐ Home	☐ Crafts
☐ Academics	☐ Child/Elderly Care	☐ Travel	☐ Music
☐ Environment	☐ Animal Care	☐ Work	☐ Garden

☐ Other _____

Pick any three of the courses or workshops and answer the following questions for each course. Write the name or short description of each course you took under 'what I did'. Then fill in the additional information. Note that in this section we are also interested in why you took the course.

Course A

What was it about? _____

Who offered the course? _____

How long was the course? _____

What I learned? _____

How I learned it? Check what applies from the list below.

☐ observing the teacher	☐ observing other students	☐ practice in class
☐ listening to students	☐ talking in discussion	☐ read materials
☐ watching videos	☐ practice at home	☐ following the manual
☐ talking to people	☐ trial and error	☐ research
☐ teaching others	☐ listening to audio tapes	☐ conducting survey

Course B

What was it about? _____

Who offered the course? _____

How long was the course? _____

What I learned? _____

How I learned it? Check what applies from the list below.

☐ observing the teacher	☐ observing other students	☐ practice in class	☐ listening to students
☐ talking in discussion	☐ read materials	☐ watching videos	☐ practice at home
☐ following the manual	☐ talking to people	☐ trial and error	☐ research
☐ teaching others	☐ listening to audio tapes	☐ conducting survey	

Course C

What was it about? _____

Who offered the course? _____

How long was the course? _____

What I learned? _____

How I learned it? Check what applies from the list below.

☐ observing the teacher	☐ observing other students	☐ practice in class	☐ listening to students
☐ talking in discussion	☐ read materials	☐ watching videos	☐ practice at home
☐ following the manual	☐ talking to people	☐ trial and error	☐ research
☐ teaching others	☐ listening to audio tapes	☐ conducting survey	

Section C. PERSONAL INFORMAL LEARNING

What this section is all about

Here is what we mean by informal learning...

- A friend came over to show you how to use software to get you onto the Internet. As a result, you learned how to use a modem and communications software.
- You got information about where you wanted to live before you came to Canada. You used skills of gathering, compiling and analyzing information. And you learned about Canadian cities.

We learn a great deal from these activities – but we often don't get any recognition for it. We don't even give ourselves credit for all our skills and knowledge.

How to complete Section C

We will be asking you some details about your informal learning activities:

- Step 1 – What you did? (e.g. ride a bicycle)
- Step 2 – What you learned? (e.g. how to signal with your hand; how to find safe paths)
- Step 3 – How you learned it? (e.g. from a friend; trial and error)

List your activities under headings (family work, volunteer work etc.) Here is an example of how to fill in each heading after you have chosen the activities.

Examples

Family Work

What I did ? ***Cook for a large group***

What I learned? ***Quantity cooking and nutrition***

How I learned it? ***Advice from my mother and friends, T.V., reading cookbooks***

You are now ready to complete this section.

Family work

Check off the activities that you have done and then choose to expand on one or two activities by answering the three questions

☐ cooking	☐ cleaning	☐ repairing	☐ caring
☐ sewing	☐ compromising	☐ building	☐ counselling
☐ budgeting	☐ conflict resolution	☐ scheduling	☐ driving
☐ listening	☐ giving advice	☐ interior design	☐ shopping
☐ moving	☐ arranging parties	☐ tutoring	☐ disciplining

What I did. _____

What I learned. _____

How I learned it. _____

Volunteer Work

Check off the places where you volunteered and then choose one or two places to expand on by answering the three questions below.

☐ community agency	☐ school/daycare	☐ world relief agency
☐ sports team	☐ recreation centre	☐ religious organization
☐ elderly/child home	☐ farm/garden	☐ your neighbourhood/street
☐ political group	☐ union	☐ hospital/clinic
☐ fire station	☐ community business	☐ food bank
☐ shelter	☐ help line	☐ library
☐ military	☐ zoo	☐ other

What I did. _____

What I learned. _____

How I learned it. _____

Recreational Activities and Hobbies

Check off as many activities as you wish and then choose to expand on one or two of them.

☐ observing the teacher	☐ observing other students	☐ practicing in class	☐ listening to students
☐ watching movies	☐ reading	☐ making clothes	☐ writing
☐ inventing	☐ dancing	☐ listening to music	☐ painting
☐ public speaking	☐ sculpting	☐ playing sports	☐ going out
☐ skating	☐ watching t.v.	☐ being active	☐ repairing
☐ making crafts	☐ camping	☐ driving	☐ teaching
☐ meditating	☐ cooking	☐ cycling	☐ travelling
☐ singing	☐ investing	☐ talking	☐ healing
☐ playing an instrument	☐ attending shows/museums/exhibitions		

other _____

What I did _____

_____

What I learned _____

_____

How I learned it _____

_____

Major events

Check off as many events as you wish and then choose one or two to expand on.

☐ immigrating	☐ having a child	☐ making a major purchase
☐ adopting a child	☐ dealing with a natural disaster	☐ moving
☐ getting married	☐ discovering some information	☐ falling ill
☐ changing careers	☐ changing my situation	☐ getting divorced
☐ experiencing a war	☐ converting /discovering religion	☐ achieving fame
☐ returning to school	☐ telling others a personal thing	☐ recovering from an illness
☐ dealing with the illness/death of a loved one		☐ other

What I did. _____

_____

What I learned. _____

_____

How I learned it. _____

_____

_____

_____

Section D. JOB- RELATED INFORMAL LEARNING

What this section is about

You have probably had to list your work experience on a job application. This is a little different. We want to help you identify many skills you learned on each job by just doing your job. If you are not employed, please think about volunteer work you have done.

How to complete Section D

This is about your current and former jobs. Please list:

- job title (e.g. Bookkeeper)
- skills learned (e.g. preparation of payroll)
- how you learned these skills (e.g. from co-workers and supervisor)

Step 1 Job title and length of time

Put down the job title and a short description to make it clear what you did. Include approximately how long you have been (or were) on that job.

Step 2 Skills learned

Most of us have trouble naming our skills. There is a list of skills you may choose from but, keep in mind, that this is not a final list and there are MANY more. Note any others which come to mind as you read through the examples so you won't forget them.

Step 3 How you learned

Here's an example of how John and Anne learned to use the computer program, Windows. It was not a job requirement, but they both learned it on the job... John explains..

"Well, a few of us would have some time at work to look at the Windows background of the presses software, and we got to wondering how it worked. So Anne started fooling around with it and she taught the rest of us what she figured out."

So John learned from a co-worker, Anne. Anne learned through experimenting and trial and error. You may choose from the list provided or write your own method for learning that particular skill.

You are now ready to complete this section. Remember, this is your chance to do an inventory of the knowledge and skills you have developed on the job. Feel free to use the back of the form if you need more room.

Choose from the list below the skills you learned on your past three jobs.

- ☐ operating tools/equipment
- ☐ repairing
- ☐ keyboarding
- ☐ raising animals
- ☐ organizing
- ☐ monitoring
- ☐ tending to the sick
- ☐ calculating
- ☐ listening
- ☐ coordinating
- ☐ presenting
- ☐ trouble shooting
- ☐ internet surfing
- ☐ taking inventory
- ☐ motivating
- ☐ building a database
- ☐ playing an instrument
- ☐ giving feedback
- ☐ public speaking
- ☐ giving advice
- ☐ assembling
- ☐ cleaning
- ☐ cooking
- ☐ sewing
- ☐ packaging
- ☐ measuring
- ☐ taping
- ☐ budgeting
- ☐ examining
- ☐ translating
- ☐ data entry
- ☐ designing
- ☐ acting
- ☐ serving
- ☐ talking
- ☐ selling
- ☐ dancing
- ☐ encouraging
- ☐ counselling
- ☐ other _____
- ☐ installing
- ☐ sketching
- ☐ training
- ☐ chopping
- ☐ massaging
- ☐ sculpting
- ☐ editing
- ☐ analyzing
- ☐ reading
- ☐ filing
- ☐ searching
- ☐ classifying
- ☐ cycling
- ☐ teaching
- ☐ empathizing
- ☐ modelling
- ☐ running
- ☐ negotiating
- ☐ advocating
- ☐ building
- ☐ painting
- ☐ refinishing
- ☐ gardening
- ☐ weaving
- ☐ baking
- ☐ writing
- ☐ driving
- ☐ creating
- ☐ reporting
- ☐ inventing
- ☐ counting
- ☐ flying
- ☐ training
- ☐ explaining
- ☐ singing
- ☐ defending
- ☐ evaluating
- ☐ lobbying

Curret or Most Recent Job

Job title: _____

Length of time: _____

Skills learned: _____

How I learned. Choose from below

- ☐ trained by supervisor
- ☐ trial and error
- ☐ asked questions
- ☐ took notes during instruction
- ☐ asked people outside my job
- ☐ learned in previous job
- ☐ trained by co-worker
- ☐ observed other workers
- ☐ read instructions and manuals
- ☐ practised
- ☐ showing co-workers what to do
- ☐ learned at school

Previous Job

Job title: _____

_____

Length of time: _____

_____

Skills learned: _____

_____

How I learned. Choose from below

- ☐ trained by supervisor
- ☐ trained by co-worker
- ☐ trial and error
- ☐ observed other workers
- ☐ asked questions
- ☐ read instructions and manuals
- ☐ took notes during instruction
- ☐ practised
- ☐ asked people outside my job
- ☐ showing co-workers what to do
- ☐ learned in previous job
- ☐ learned at school

Previous Job

Job title:. _____

Length of time:._____

Skills learned:._____

How I learned. Choose from below

- ☐ trained by supervisor
- ☐ trained by co-worker
- ☐ trail and error
- ☐ observed other workers
- ☐ asked questions
- ☐ read instructions and manuals
- ☐ took notes during instruction
- ☐ practised
- ☐ asked people outside my job
- ☐ showing co-workers what to do
- ☐ learned in previous job
- ☐ learned at school

Now, please estimate the total amount of time per week you spend on informal learning, personal learning and on the job learning.

_____ hours.

Section E. FUTURE LEARNING PLANS

What this section is about

At this point, we hope you are feeling pretty good about the extent of knowledge and skills you already have. Now we would like you to start thinking about the future. You have a lot going for you, whatever you decide to do!

How to complete Section E

Before you begin section E, think about the following questions:

- Given all you have been thinking about so far, what kind of paid work, study or personal learning you want to do in the future?
- What knowledge and skills will you need to fulfill your future plans?

Make yourself some notes on the back of the page if you would find that helpful.

Now you are ready to complete section E.

1. Are you currently working? Yes No

If so, where?

2. What are your employment plans for the next 5 years?

- ☐ Find a job
- ☐ Develop skills to get a new job
- ☐ Ask for a raise
- ☐ Upgrade skills to stay in your current job,
- ☐ Change jobs
- ☐ Other _____

3. What are your plans regarding personal interests?

- ☐ Start a family
- ☐ Move homes or to another city
- ☐ Go back to school
- ☐ Travel
- ☐ Retire
- ☐ Take up new hobbies
- ☐ Fix your home
- ☐ Other _____

4. What courses or training programs will help you get the skills you need? (You can check more than one answer)

- ☐ Complete secondary education
- ☐ Workplace (in-house) Training
- ☐ Complete university education
- ☐ Union Courses
- ☐ ESL training
- ☐ Computer training
- ☐ Community courses/training
- ☐ Language training

Obtain certification from:

- ☐ Trade school
- ☐ Community college
- ☐ Complete apprenticeship program
- ☐ Other

5. How could your employer assist you?

- ☐ Fund trade school course
- ☐ Provide workplace training
- ☐ Provide scholarship
- ☐ Employer pay for course
- ☐ Authorization to attend
- ☐ Providing replacement workers

6. How could your union assist you?

- ☐ Provide union training
- ☐ Develop contract language on training
- ☐ Set up jointly managed training funds

7. How could your training program assist you?

- ☐ Provide accreditation for the program
- ☐ Keep you informed about upcoming programs
- ☐ Making agreements with other training programs

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skills
Cooking
Knowledge
Community
Job
Practice
reading
computers
gardening

The project co-ordinators were Karen Lior, formerly Executive Director, ACTEW, and D'Arcy Martin, Union Educator. Project Researchers were Anne Morais, Toronto, Peter Sawchuk, Toronto, and Priti Shah, Vancouver, British Columbia.

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The cost is $25.00 for single copies of the Skills and Knowledge Profile with the Coach's Manual, $100 with the two videos. For rates on multiple copies and permission to reproduce contact the two sponsoring organizations.

SKILLS AND KNOWLEDGE PROFILE
COACH'S MANUAL

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ORIGINAL GRAPHICS:
MARGIE ADAM, TORONTO

LAYOUT & DESIGN:
NOMAD DESIGN, TORONTO

UNION

March 1998

INTRODUCTION

The Coach's Manual

This manual is to help a coach or support person assist participants in completing the Skills and Knowledge Profile (SKP). Start by reading the Profile. Use this Manual as background information and resource material to assist participants who require support. Each section in the Manual corresponds to the headings from the SKP. There is space for 'coach's notes' at the end of each section. You might note difficulties people have in filling out that section, or might reflect on what helps people connect to their experience.

The Role of the Coach

The Coach's role is to help people:

- re-think what learning is and record, in a systematized way, the skills and knowledge they have gathered over the years in non-formal or informal settings rather than in formal, institutional learning environments
- identify approaches and questions to clarify issues for participants

Ecouraging People to fill out a Skills and Knowledge Profile

Many of us underestimate how much we know, particularly the skills and knowledge gained in our daily life. We've learned from organizing and scheduling our children's activities, coaching a sports team, experimenting with computer graphics, or building a deck in the backyard. This Skills and Knowledge Profile will help identify the wide range of skills and experience people already have.

Many of the things people need to know to do their work are not treated as valuable skills. Research has shown that as people become familiar with a job, they often adapt or invent better ways of doing things. A new worker learns this knowledge from a co-worker. Often this kind of learning, skills development and innovation, has gone unacknowledged.

Through the process of completing the skills and knowledge profile people may:

- Gain more self-confidence by realizing how much they have already learned.
- Identify the skills they have that are not tied to one particular job, but are 'portable' or 'transferable' to future employment.
- Recognize skills for improved income and greater employment security.
- Make better use of what people already know.
- Improve access to formal education and training.
- Identify gaps in knowledge and skills and plan how to fill them.
- Help unions, community groups or employers make better training decisions.

Value of the Skills and Knowledge Profile to Organizations

Community organizations or unions may use it to:

- find out what people need from training programs.
- determine what skills and knowledge are available in the community; build a Skills Exchange

Community colleges may use it to:

- make more comprehensive and fairer assessments of people applying for entrance into study programs.
- ensure that the courses currently being offered match the learning expectations of workers.

Employers with the permission of the worker may use it to:

- develop better job descriptions
- ensure salaries reflect what people know

(Note: activists point to the potential for misuse by employers to de-emphasize seniority and/or to argue for multi-skilling of workers.)

Section A. PERSONAL INFORMATION

What This Section is About

Points to stress:

- establish clearly whether people want to keep their SKP personally, fill it out anonymously to help an organization plan, or share their results with others.
- people may choose not to answer any question that makes them uncomfortable.
- this section provides demographic information regarding who is completing the SKP, of interest to any organization promoting its use.

Coach's Notes

Section B. COURSES OR WORKSHOPS

What This Section is About

'Non-formal learning' is learning that goes on in structured educational settings but which does not result necessarily in publicly recognized credentials. Formal education usually takes place in public institutions while non-formal learning happens in places like the union, community groups, employer or employee organizations and private institutions such as exercise clubs or religious groups.

The examples given in the SKP should be enough here to clarify the concept of non-formal learning.

Completing Section B.

The options in the SKP are intended to be a fairly comprehensive list. Encourage participants to read all these options and choose as many as they like that relate to their experience. Ask people to then list any other cources they may have attended in the OTHER category.

When people have finished their list they will pick three courses and answer the questions in the SKP. The questions are:

What was the course?

What was it about?

Who offered the course?

How long was the course?

What I learned?

Here is an example to help participants expand on the three courses they choose to describe in more detail.

What I did?	Teamwork course
Where and how long?	Neighbourhood House (my workplace)/12 hours
Why I took it?	To learn different approaches to decision making and to learn different ways of organizing teams
What I learned	Consensus decision making, ways to handle conflict, how to give and receive feedback, ways to evaluate and monitor the work of the team.

To answer the question "How I learned" participants are asked to select from a list of options.

Coach's Notes

Section C. PERSONAL INFORMAL LEARNING

What Is In This Section?

This section focuses on what is meant by informal learning, learning that occurs outside the classroom or the workplace. This learning is usually not recognized by any certificate. It happens in everyday activities, personal projects, and life challenges.

Here are a few examples of personal informal learning.

Participation in groups
People attend union, community or church meetings on a regular basis. Through this they use or improve their skills in communication such as listening or public speaking.

On the curling team
Members of a curling team organize a tournament. They use or improve their skills in setting team schedules, recording results and working cooperatively to complete the task.

Wiring the cottage
Working with a friend to do the wiring in a cottage uses or improves a range of skills including electrical wiring, choosing the appropriate tools, and the safety procedures involved in electrical work.

Completing Section C

Work through the example cited in the SKP, cooking for a large family, to make sure everyone understands the steps required. There are four sections; family work, volunteer activities, recreational activities or hobbies and major events. In each section participants select as many choices as relate to their own lives and experience. Then, in each section people are asked to expand on some of the activities they chose. They do this by analyzing their experience in the following categories.

What was it about?

Who offered the course?

How long was the course?

What I learned?

In the category entitled "What I learned" participants are asked to reflect on and record both skills and knowledge. You may find that people have difficulty naming their skills and some support is required. Encourage the respondents to talk about the activity in order to define the learning that has occurred. It might help to suggest that people ask themselves these questions.

"What did you need to find out before you could do the job or activity well?"

"What did you do or know at the end of the process that was new?"

In the category entitled "How I learned" you might use the following examples to discuss different learning styles and methods.

reading books, magazines, catalogues

watching T.V., videos, films

listening to speakers or lectures

structured discussion groups or seminars

observing others

talking to family and friends, neighbours, co-workers

practice, trial and error, repetition

An example under Recreational Activities and Hobbies is:

What was it about?	Gardening
What I learned	Recognition of plants and flowers; how to plan a garden, growing seasons
How I learned	Watching gardening shows, talking to neighbours, reading seed catalogues

Coach's Notes

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Section D. JOB- RELATED INFORMAL LEARNING

What This Section Is About

This section is also about "informal learning", but this time it is the workplace that is the site of the learning.

You might stress the following points:

This is not a resume. This is an opportunity to record all the skills and knowledge needed to get a job done.

Many of these skills would be learned ON the job through coaching from co-workers, watching someone else do the job, or trying new ideas to improve the job or the system.

Completing Section D.

Review the example of the bookkeeper to ensure participants understand the steps they will go through to complete this section.

Step 1 Job title and length of time

Participant writes the job title and a short description of the task or process. This includes approximately how long they were or are on that job.

Step 2 Skills learned

Most of us have trouble naming our skills. There is a list of skills to choose but ask people to keep in mind that this is not a final list and there are MANY more. You might add other examples.

Step 3 How you learned

The SKP uses an example of how John and Anne learned to use the computer program, Windows.

After reviewing all the steps, people are ready to complete this section. Tell people to use the back of the form if more room is needed. Additional questions you might find useful to help people move through this exercise are:

- What problems or difficulties were overcome while doing each job?
- How was the problem resolved?
- What were the results?

Coach's Notes

Section E. FUTURE LEARNING PLANS

What This Section Is About

At this point participants should be ready to think about future plans and how to apply the learning from the SKP. This might also be an opportunity to reflect on further skills development for work or personal reasons.

Completing Section E

Question 1

This question encourages people to think about their own personal employment or career plans for the next five years. What are the options? Where will there be new or growing job opportunities? Where will job opportunities be lost or decreasing? You might help the individual use that information in developing their own employment plans.

Question 2

You might note that different courses can be taken through different organizations so people can check for various options.

Question 5 to 7

This lists some ways employers, unions and training programs can help participants continue learning. You might want to encourage people to reflect on what kind of program best suits their learning style.

Coach's Notes

Section F. COMMENTS ON THE PROFILE

What This Section Is About

This section is intended to gather feedback on the SKP itself and the experience of participants in filling out the form. The information may be used by a training program, a workplace, or a community group in deciding whether to continue using the SKP, and how to get the most value from it.

Completing Section F

You might encourage people to comment both on what helped them and what didn't and why. You might gather specific suggestions for improvement. Here is an example of both a not useful and a useful comment.

Not useful: 'the questions were too complicated'

Useful: 'Question #1 on page 12 had too many parts to it. It would have helped me if it had been broken down into two questions'.

You might also want to take this opportunity to record your own suggestions about the SKP and the Coach's Manual.

Coach's Notes

Section F. COMMENTS ON THE PROFILE

1. Was it easy to complete the profile?

2. What would have helped make it easier?

3. What would you suggest to improve it?

4. How useful did you find completing this Skills and Knowledge Profile in:

- reflecting on what you have done?
- planning what you might do next?

Section F. COACH'S COMMENTS ON THE PROFILE

1. Was it easy to complete the profile?

2. What would have helped make it easier?

3. What would you suggest to improve it?

4.How useful did you find completing this Skills and Knowledge Profile in:

- reflecting on what you have done?
- planning what you might do next?

Coach's Notes

REFERENCES & CONTACTS

REFERENCES:

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skills
cooking
Knowledge
Community
Job
Practice
reading
computers
gardening

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The cost is $25.00 for single copies of the Skills and Knowledge Profile with the Coach's Manual, $100 with the two videos. For rates on multiple copies and permission to reproduce contact the two sponsoring organizations.